

Program Assessment Plan  
Cannabis Studies Minor  
College of Humanities, Arts, and Social Sciences  
Colorado State University - Pueblo  
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**Relation of Cannabis Studies Program to Mission and Goals of CHASS**

The College of Humanities, Arts, and Social Sciences (CHASS) offers students opportunities to become ethical, socially responsible, engaged learners, who are prepared to assume leadership in a dynamic global context. We encourage lifelong learning and partnerships with the communities we serve. We aspire to develop individuals who contribute to enhancing a diverse, global society by offering courses and experiences that develop the aesthetic, creative, critical, and theoretical sense of our students.

The Cannabis Studies minor contributes to these efforts by exposing students to a variety of topics, perspectives, and courses from across disciplines within CHASS that complement majors in Cannabis Biology & Chemistry, Business, Criminology, History, Political Science, Psychology, Social Work, Sociology, and more. Instruction and assignments develop the aesthetic, creative, critical, and theoretical acumen of students, and encourages students to direct their learning and customize their Cannabis Studies to ensure that they learn what is needed to realize their future educational and career goals.

The Cannabis Studies minor required classes are SOC/CRIM 261: *Introduction to Cannabis Studies*, SOC/CRIM 361: *Advanced Cannabis Studies*, and CAN 493: *Senior Seminar*.

**Proposed Curriculum Changes**

Goals and efforts in progress:

1. Change the prefix from CAN to CANS to better highlight the “studies” part of the program title
2. Make better use of the CANS prefix by cross listing any class with canna\* (cannabis, cannabinoid, etc.) in its title or SLOs
3. Create CANS 490, 491, 492, 494, 495, and 498, and add them to the list of preapproved electives.
4. Change CBC 471: *Cannabis Regulations* as a CANS/POLS class, or maybe make it part of the Legal Studies program.
5. Change CRIM/SOC 261 and 361 to CANS/SOC 261 and 361
6. Work to have *Introduction to Cannabis Studies* approved as a Gen Ed class
7. Work with Extended Studies to develop an online, asynchronous section of *Introduction to Cannabis Studies*
8. Work with CBC and ICR program coordinators and other relevant persons to better coordinate cannabis-related programs and courses “across the curriculum”
9. Identify and address errors and omissions in regard to the program in the University catalog and website, and update SLO 3
10. Develop exam to assess SLO 1 and SLO 2

## Student Learning Outcomes

1. Students will demonstrate a mastery knowledge of the social history of cannabis, and the impact of its use and regulation on society, culture, and the environment at the local, state, and national level.
2. Students will demonstrate a mastery knowledge of the historical trends, current status, and potential developments in cannabis-related social science research, business practices, politics, entertainment, and lifestyles.
3. Students will demonstrate the ability to effectively communicate in writing and verbally [using audio-visual aids and computer-mediated environments](#) regarding cannabis-related issues [from a variety of perspectives drawn from the humanities, arts, and social sciences](#).
4. Students will apply what they've learned from their Cannabis Studies course work to future educational and career endeavors through special projects, research, field experiences, and/or other independent study, as appropriate.

## Assessment of Student Learning Outcomes

The Cannabis Studies minor program SLOs will be assessed using a combination of formative and summative exams, project portfolios, and exit interviews.

I will assess SLO 1 and SLO 2 with a series of discrete-answer tests of the “foundational facts” that all Cannabis Studies students should know ([this list will always be a work in progress](#)). I would like 100% of Cannabis Studies students to know a minimum of 20 of the fundamental facts. To measure student success a pretest will be given at the beginning of 261, a formative assessment given at the end of 361, and the summative assessment in CAN 493. This test still needs to be created. The specific question(s) on each topic will change each time the test is given to the same student (i.e. in 261, 361, and 493). Efficiently tracking which student has taken which version of the exam and administering multiple versions represent a challenge to this assessment.

SLO 3 will be assessed across the Cannabis Studies curriculum by having students create a portfolio of cannabis-related writings, presentations, and other projects. The assessment will be facilitated by presenting it as coursework in CAN 493. “Effectiveness” will be determined by the class instructor’s assessment of class assignments (grade of C or higher), as well as summarily by the Cannabis Studies coordinator at the time of program assessment (ineffective / effective / highly effective). I would like 100% of Cannabis Studies students to demonstrate “effective” achievement of this SLO.

SLO 4 will be assessed with an exit interview of Cannabis Studies students and is intended to be reflective of their entire time in the program. The SLO 4 assessment will be reported as a count and proportion of students satisfactorily completing (letter grade of C or S or higher) special projects, research, field experiences, and/or other independent study, as well as the results of a qualitative/interpretive analysis of exit interviews.